

“Educational Resilience in African American Adolescents”

By Michael Cunningham and Dena Phillips Swanson

The purpose of this article was to examine factors within the school context that facilitates educational resilience among African American high school students. The authors expected academic self-esteem to be positively associated with future expectations (academic and general). They expected perceptions of school-based social support to have positive associations with achievement outcomes. They also investigated if there are gender differences in any of the variables. The participants were 206 African American adolescents (65.54% female) who resided in a large urban city in the south-central geographic area of the United States. Results supported the notion that educational resilience was associated with perceived school support, academic self-esteem, and mother’s work history. The results have implications for educators and other professionals who are interested in promoting educational resilience in high school students.

Source: Cunningham, M., & Swanson, D. P. (2010). Educational resilience in African American adolescents. *The Journal of Negro Education*, 79(4), 473–487.

**[FOR TEACHER
REFERENCE ONLY]**

SAMPLE THINK-ALOUD

Lesson 2. Noticing Varied Nonfiction Genres:
Thinking Aloud

“Educational Resilience in African American Adolescents”

By Michael Cunningham and Dena Phillips Swanson

All right, I know this is an abstract of a research report, “Educational Resilience in African American Adolescents,” so I expect it to mirror the structure of research reports in some way, like beginning with the problem studied, stating a hypothesis and methods of data collection, and reporting findings and implications. I’ll be on the alert for all these structural features.

Pause and instruct students to underline text and label the rules of notice as you read.

The purpose of this article was to examine factors within the school context that facilitates educational resilience among African American high school students.

*OK, the abstract begins by announcing the purpose and subject of the study and its subtopic—the resilience of African American students and how this is affected by factors in schools. I need to know what was being researched. This **direct statement** is a rule of notice.*

The authors expected academic self-esteem to be positively associated with future expectations (academic and general). They expected perceptions of school-based social support to have positive associations with achievement outcomes.

Since this is an abstract of a research article, the authors report their biases and expectations—that’s crucial to showing they are trying to be objective as researchers and accounting for their own biases, so I’m looking not just for what I already think but also for what might surprise me. These might also be hypotheses they are testing. Remember, in research we test hypotheses.

They also investigated if there are gender differences in any of the variables.

OK, another subtopic of the study—African American girls versus boys.

The participants were 206 African American adolescents (65.54% female)

In research reports, we expect to know who was being studied. But why so many more girls than boys? I’d expect in research that various groups are more equally represented for ease of comparison.

who resided in a large urban city in the south-central geographic area of the United States.

We also want to know something about them.

(Continued)



SAMPLE THINK-ALOUD (CONT.)

Results supported the notion that educational resilience was associated with perceived school support, academic self-esteem, and mother's work history.

*In research, we expect to hear results, so the first hypothesis was right, and I expect to see the other hypotheses addressed here as well. Hmm, what about their hypothesis about future expectations? I would expect them to return to each hypothesis, but they don't, a structural **rupture**. I guess these other hypotheses didn't bear out, or maybe these things are related to future expectations? They also don't report on the gender differences.*

The results have implications for educators and other professionals who are interested in promoting educational resilience in high school students.

*Research reports always end with implications of the findings, but they don't report any specifics, which seems like another **rupture**. Maybe they are using this as a teaser to get me to read the article.*

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